

A STUDY OF  
CERTAIN CHARACTERISTICS OF ONE HUNDRED SIXTY ADULT STUDENTS  
ENROLLED IN PUBLIC NIGHT CLASSES FOR NEGROES, GRADES  
ONE THROUGH FOUR, IN ATLANTA, GEORGIA

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## CHAPTER I

### INTRODUCTION

#### Statement of Problem

Briefly stated, the problem of this study is a survey of certain characteristics of one hundred and sixty adult students actively enrolled in public night classes for Negroes, grades one through four, in Atlanta, Georgia.

#### Points of View on Adult Education

Adult education, like its counterpart formal education, has been effected by significant changes in points of view of education within the past two decades. In its early history, adult education in America was conceived as a movement designed to aid those persons so unfortunate as to have remained illiterate past the years of childhood, and to Americanize those persons who came into this country from abroad.<sup>1</sup>

Today, however, adult education has taken on new meaning. By the way of definition, adult education may be considered as:

. . . any voluntary, purposeful effort toward the self development of adults, conducted by public and private agencies, such as adult schools, extension centers, settlements, churches, clubs, and chautauqua associations, for informational, cultural, remedial, vocational, recreational, professional, and other purposes. . . .<sup>2</sup>

The above definition for adult education does not mean that the effort put forth by persons seeking degrees and professional diplomas in

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<sup>1</sup>Ruth Kotinsky, Elementary Education of Adults (New York, 1941), p. x.

<sup>2</sup>Carter V. Good (ed.), Dictionary of Education (New York, 1945), p. 13.

the formal school system is adult education. Bryson<sup>1</sup> makes this point clear in stating that:

Adult education includes all activities with an educational purpose that are carried on by people engaged in the ordinary business of life. Age alone will not suffice to mark off the limits of its clientele. A man pursues a doctor's degree at the age of 30. He is an 'adult' in age. But he is only continuing in the school system. He is not in any real sense a seeker after 'adult education.' On the other hand, a boy of 16, recently graduated from high school, continues on his own initiative to enrich his background or refine his occupational skill. He is genuinely in the movement. Getting a necessary schooling is the child's 'business.'

Adult education, therefore, is conceived today as opportunity for all adults no matter how ample their educational backgrounds. Special attention, however, is given to the level of the individual student's experience.

It seems that those instrumental in the formulation of the modern concept of adult education have taken their cue from the prevailing philosophy of secondary education. This seems true in that many of the principles of secondary education are reflected in the present day points of view on adult education. Congdon and Henry<sup>2</sup> contend that:

. . . both adults and children must learn of education for inspiration; they must learn of education for social usefulness instead of for selfish personal aggrandizement. In terms of the new social ideas, education must help to insure an abundant social and individual life in accordance with each individual's capacity and ambition. This involves provisions for proper and adequate training in problems of health, in desirable home membership, in worthy and constructive use of leisure time and in the general and special preparation for economic sufficiency.

Adult education exists not only in terms of concept, but in terms of

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<sup>1</sup>Lyman Bryson, Adult Education (New York, 1936), p. 4.

<sup>2</sup>Wray H. Congdon and David D. Henry, Adult Education: A Bibliography with Annotations and an Introduction (Lansing, Mich., 1934), p. 5.

practical application of existing concepts. Many communities have provided opportunities for the advancement of adults seeking further education. Outstanding among these communities are Baltimore, Maryland; Cleveland, Ohio; Buffalo, New York; and Atlanta, Georgia. Adult education in these communities is provided on various levels of experience. To meet the needs of those who have had little or no schooling, adult elementary schools are provided; to serve those who did not complete high school, adult high schools are provided. Opportunity is also provided for higher education. Many night schools give courses in the trades, and in commercial and vocational pursuits.

In an attempt to advance its views as to what constitutes an adequate program of adult education, the American Association of School Administrators<sup>1</sup> drew the following conclusions:

An adequate program of adult education will meet at least three major needs of American citizens; it will provide opportunity for continued vocational and professional education and for re-education as the need arises; it will make available facilities for the cultivation of the personal and cultural interests of individuals in every walk of life; and it will insure that all have a chance to equip themselves more adequately for participation in the formulation of public and social policy by a continuous re-sharpening of their social insights.

Thus, it seems that the newer points of view on adult education is that all adults need further education in order to be socially effective in a dynamic and democratic society.

#### Public Night Schools for Negroes in Atlanta

Atlanta has four public night schools in operation for Negro adults.

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<sup>1</sup>American Association of School Administrators, National Education Association, Paths of Better Schools (Washington, D. C., 1945), p. 44.

These schools, sponsored by the City Board of Education, are the W. H. Croghan, David T. Howard, Edwin P. Johnson, and Booker T. Washington night schools.

General Offerings. — In general the above night schools offer academic subjects on the elementary school level (grades one through six), the junior high school level (grades seven, eight, and nine), and the senior high school level (grades ten, eleven, and twelve). The Booker T. Washington night school is the largest of the four. In addition to the academic subjects, the Washington night school offers vocational courses. These vocational courses include culinary arts, sewing, home management, typing, stenography, first aid, pattern drafting and design, tailoring, home nursing, and bookkeeping.<sup>1</sup>

Objectives of the Public Night Schools. — The objectives of the public night schools for Negroes in Atlanta, as is indicated by the Administrative Staff, Atlanta Public Schools,<sup>2</sup> are as follows:

1. To make the Schools an Indispensable Part of the Community
  - a. By promoting a better understanding between the school and the school community.
  - b. By inviting organizations in the community to meet in a joint assembly with the student body, therefore tying up the community with the school.
  - c. By disseminating information regarding civic activities and other things of community interest.

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<sup>1</sup>Administrative Staff, Atlanta Public Schools, Manual for the Operation of the Negro Evening Schools (Atlanta, Ga., 1946), p. 3.

<sup>2</sup>Ibid., p. 4.

- d. By cooperating with the churches in the school community in their program by singing, speaking, and other activities that will be both inspirational and informational.
  - e. By preparing the student for better living which is the ultimate objective of any good school program.
- 2. To Promote Thrift and Encourage Savings
  - 3. To Promote Good Music, Both Vocal and Instrumental
  - 4. To Promote Good Citizenship Through School and Community Activities

Who May Attend. — There are certain rules and policies governing attendance in the public night schools of Atlanta. These rules and policies are that:

No pupils shall be enrolled in the evening classes who are not 14 years of age or over, except by special permission of the Attendance Director.

No pupil enrolled in a day school shall be permitted to attend classes in the evening schools except by permission of the Assistant Superintendent in Charge of the Evening Schools.

To enroll in a Smith-Hughes class a student must be 15 years of age or over. No person may be enrolled in Smith-Hughes classes if he is attending day school.<sup>1</sup>

Awards Presented Upon Graduation. — Upon successful completion of courses required in the various areas of study, the following diplomas and certificates are awarded to adult students in Atlanta: High School Diplomas, Commercial Diplomas offered by the Washington Evening School only, and Vocational Certificates or Diplomas. Rules governing the presentation of these awards may be seen in the Manual for the Operation

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<sup>1</sup>Administrative Staff, Atlanta Public Schools, op. cit., p. 9.

of the Negro Evening Schools published yearly by the Administrative Staff, Atlanta Public Schools.

Enrollment of the Night Schools for Negroes in Atlanta. -- The enrollment of the four night schools for Negroes in Atlanta at the time of the survey may be seen in Table 1.

TABLE 1

ENROLLMENT OF THE FOUR NIGHT SCHOOLS AS OF SEPTEMBER, 1946 SHOWING THE NUMBER OF ADULT STUDENTS ENROLLED IN GRADES ONE THROUGH FOUR FOR ALL THE SCHOOLS

SCHOOLS	ENTIRE ENROLLMENT	STUDENTS ENROLLED IN GRADES ONE-FOUR
Grogman . . . . .	300	81
Howard . . . . .	384	89
Johnson . . . . .	439	72
Washington . . . . .	960	90
Total	2083	332

#### Limitations of the Study

The present study is restricted to a survey of the adult students actively enrolled in grades one through four in the Grogman, Howard, Johnson, and Washington night schools in Atlanta for the school year of 1946-47.

#### Purpose of the Study

The specific purpose of this study is to present an over-all picture



of the characteristics of the adult students covered by the survey by answering the following questions:

1. What are the personal characteristics of the adult students?
2. What is the degree of mobility of the adult students?
3. What are the economic characteristics of the adult students?
4. What are the educational characteristics of the adult students?
5. What implications do the findings have for curriculum revision in public day schools and public night schools?

#### Method of Procedure

The Normative-Survey method of research was used in making this study. The schedule and the interview techniques of this method were employed.

Construction of the Schedule. -- The schedule with which the data included in the survey were collected was constructed so as to include questions that would reveal information pertaining to the characteristics of the adult students. The questions in the schedule were arranged so as to require answers that could be tabulated, and where possible, space for check marks after a variety of suggested answers were included in order that time could be conserved in administering the instrument. A copy of the schedule may be seen in appendix C.

Selection of Subjects. -- No attempt was made to select the subjects included in the survey. The one hundred and sixty adult students studied were all that were found in regular attendance in grades one through four in the four night schools of Atlanta from the last week in January through the first week in March, 1947.

Collection of Data. -- The data with which the study is concerned

were collected through

1. The administering of the schedule to each individual student separately in order that questions pertaining to the personal characteristics, factors of mobility, economic, and educational characteristics could be answered
2. Interviews with the night school principals and teachers in the schools
3. An analysis of the data in order that its implications for curriculum revision in public day schools and public night schools could be determined.

#### Related Literature

Studies related to the present one are many. None, however, were found that deal specifically with Negro adult students in the elementary grades. Several of the studies revealed the socio-economic background of adult students. One significant related study was made by Gallogly<sup>1</sup> in 1936. In studying the status of two hundred young men enrolled in three C. C. C. Camps in Ohio, he found from replies to questionnaires that the majority of these persons came from homes which did not meet the commonly accepted minimum standards of living.

The economic status as well as the previous educational experiences of the adult student seems to have a great effect upon his participation in cultural and educational activities. A study designed to reveal

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<sup>1</sup>  
Lester Harold Gallogly, "A Study of the Personnel and Educational Program of Three Civilian Conservation Corps Camps," Unpublished Master's thesis, Department of Education, Ohio State University, 1936.



certain socio-economic factors influencing the participation or non-participation of adults in educational and cultural activities was made by Kaplan<sup>1</sup> in Springfield, Massachusetts in 1943. He found the following factors to be outstanding: (1) a strong association between the amount of previous education and participation in educational activities - those persons who had previous education showed more participation; (2) participation was closely associated with economic status; and (3) the data on association between occupations and participation revealed that professional and white-collar groups had the highest percentage of participation.

Many studies related to the present one have been made to discover if the night schools in certain communities were meeting the needs of the adult students. Typical of these are studies made by Weiss,<sup>2</sup> Lester,<sup>3</sup> and the Buffalo Education Council.<sup>4</sup> The results of these studies denoted elaborate systems of adult education, but showed that there was much ground for improvement as far as curricular activities to meet the needs of the adult students were concerned.

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<sup>1</sup>Abraham Abbott Kaplan, Socio-Economic Circumstances and Adult Participation in Certain Cultural and Educational Activities (New York, 1944).

<sup>2</sup>Benjamin S. Weiss, "A Personnel Study of Continuation Students in Los Angeles, California," Unpublished Master's thesis, Department of Education, University of Southern California, 1931.

<sup>3</sup>Florence Elizabeth Lester, "A Study of the Educational Needs of Students in the Public Night Schools of Toledo, Ohio," Unpublished Master's thesis, Department of Commercial Education, University of Michigan, 1935.

<sup>4</sup>Buffalo Education Council, Adult Education in a Community: A Survey of the Facilities Existing in the City of Buffalo, New York (New York, 1926).

Many variations have been found as to the characteristics of the adult student, as well as reasons given by the students for leaving day school. Dickerman<sup>1</sup> in 1938, in an analysis of a number of studies dealing with the characteristics of adult school students, drew the conclusion that the students differ so markedly from one community to another that it is hazardous to generalize about them. In age as well as other characteristics, the above investigator found many variations.

As to the causes of the day school drop-outs, the most frequent reasons given by the students, as revealed by many of the studies reviewed, range from financial reasons to dislike for the teacher. Siehl<sup>2</sup> in a survey of the West High School in Cincinnati, Ohio in 1923, found that the reasons given for leaving day school by the majority of six hundred and ten persons of both sexes in the above school were other than financial. Arriving at his conclusion by studying questionnaires sent to the above persons, the investigator found only fifteen per cent that stated that they left day school for financial reasons. On the other hand, Lester<sup>3</sup> found a different situation in Toledo, Ohio in 1935. She found that from one hundred and forty replies to questionnaires, the majority of the persons stated that they left day school for economic reasons.

Even though many of the adult students included in the studies cited

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<sup>1</sup>Watson Dickerman, Outposts of the Public School (New York, 1938).

<sup>2</sup>B. H. Siehl, "A Study of a Night High School," School Review, XXXI (September, 1923), 533-39.

<sup>3</sup>Florence Elizabeth Lester, op. cit.

dropped out of day school because of varying socio-economic conditions, not all of the reasons given for leaving day school are out of the sphere of influence of the public day school. Hanthorn<sup>1</sup> in a study of the major causes for quitting high school in Missouri in 1944, found from two hundred and forty pupils that the majority left school because they wanted to work, and because they disliked the teacher. Hanthorn makes it clear that the reason "wanted to work" does not necessarily mean that there was a need for work on the part of the students. It seems that the public day school has some responsibility for drop-outs in light of the fact that many students state that they left day school because of dislike for the teacher.

The problem of causes for day school drop-outs has been approached not only from a study of reasons given by adults who are illiterates for having left day school, but some educators have studied children who have dropped out of school. Most of the studies of children have sought to determine the effects of school practices and procedures as factors contributing to leaving day school. A study of the percentage distribution of enrollment by grades in the South was made by the Southern Work-Conference on School Administrative Problems in 1941.<sup>2</sup> The Conference found the following conditions existing in Negro schools in the South: (1) one out of every three Negro children enrolled in the elementary

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<sup>1</sup>P. M. Hanthorn, "A Study of the Major Causes for Quitting High School," School and Community, XIX (October, 1944), 272-87.

<sup>2</sup>Southern States Work-Conference on School Administrative Problems, Improving Education in the Southern States, Bulletin No. 1 (Tallahassee, Fla., 1941), p. 5.

schools was in the first grade; (2) in five states, Mississippi, Georgia, North Carolina, Alabama, and South Carolina there were more than 1,100,000 Negro children in grades one through six to educate; and (3) because of poor attendance, lack of continuation in school, inadequate high school facilities, and other factors, less than one in every five Negro children enrolled in school in the south was found in grades seven through twelve. These facts indicate that a large number of elementary school students never reach the high school.

The large number of students found in the first grade, poor attendance, and the lack of continuation in school is, to some extent, due to the retardation of pupils while they are in school. It is believed that one of the outstanding factors contributing to the retardation of pupils, and eventually to day school drop-outs, is the practice of non-promotion in the elementary grades. Ayres<sup>1</sup> as early as 1907-08 made a study of the progress of children from grade to grade throughout the country. He found the following facts: (1) the rate of non-promotion for all grades was sixteen per cent, (2) the rate of non-promotion was significantly higher in the first grade than in the other grades, and (3) the rate of non-promotion was significantly higher for boys than for girls.

Other studies have been made in an effort to determine the influence non-promotion has on the pupil in school. A study of this nature was made by Caswell<sup>2</sup> in 1933. He found that as a result of non-promotion

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<sup>1</sup>Leonard P. Ayres, Laggards in Our Schools (New York, 1909), pp. 141-58.

<sup>2</sup>Hollis L. Caswell, Non-Promotion in Elementary Schools (Nashville, Tenn., 1933), pp. 68-81.

pupils often developed attitudes of defense against failure which lead to truancy, disobedience, and often to day school drop-outs. Further, the above study revealed that even though pupils were held back in school in order to get them to do better the work of particular grades, many did not do even as well the next year. Caswell drew the conclusion that there was little justification in the practice of non-promotion in the elementary schools.

The practice of non-promotion has been persistent. This seems true even in the light of the efforts put forth by psychologists to bring about a fuller realization of the importance of readiness in learning. In many instances, the differences in maturation and interests of boys and girls denote the lack of the same general degree of readiness on their part. Prescott<sup>1</sup> points out that, on an average, girls are something like six months ahead of boys in maturity when they enter the first grade. He also makes it clear that this differential in maturity increases steadily until the girls average a year ahead of the boys during the junior high school years. It seems as if this differential may well be taken into consideration in revising the school curriculum.

Those persons who drop out of day school at an early age because of non-promotion, the lack of interest in school, and other reasons, in all probability are found later in life among the vast number of illiterates in the south. An examination of the United States Census reports for 1940 revealed that in each of five states: Louisiana, Mississippi, Alabama,

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<sup>1</sup> Daniel A. Prescott, Emotion and the Educative Process (Washington, D. C., 1938), pp. 248-49.

Georgia, and South Carolina, fifty or more per cent of the Negro population twenty-five years of age and over had completed not more than four years of schooling. It seems that if illiteracy is to be reduced, public day schools and public night schools have some definite part to play in the processes toward this reduction. These schools, it seems, could do better their jobs by studying the characteristics, needs and interests of their student personnel.

#### Definition of Terms

For clarity, certain terms used in this study are defined as indicated below:

Adult students is used in this study to refer to all the students enrolled in grades one through four in the night schools covered by the survey. Illiterates has reference to all persons ten years old or older who cannot read or write. Curriculum means all the experiences that children and adult students have while under the immediate influence of the school. A need has reference to some "short coming" or "lack" existing on the part of the students or in the schools covered by the survey which should be remedied.

#### Value of the Study

This study may be of value to principals and teachers in day schools and night schools who wish to study the needs of students in their classrooms and schools in order that certain implications for curriculum revision may be discovered. The present study shows certain implications for curriculum revision in the elementary grades of the four night schools for adults in Atlanta. Through further study, night school principals

may discover more specific implications for curriculum revision in their schools.



## CHAPTER II

### PRESENTATION AND INTERPRETATION OF DATA

#### Personal Characteristics

In considering the personal characteristics of the adult students actively enrolled in grades one through four in the public night schools for Negroes in Atlanta, an attempt is made in this section of the survey to answer the following questions: What are the characteristics of sex, age, and marital status pertaining to these individuals?

Sex and Age. — On a whole there is an unequal distribution between the sexes of the persons included in the survey. Out of the one hundred and sixty students, ninety-six or sixty per cent are male while sixty-four or forty per cent are female. It is probable that this difference in sex distribution is very near the true ratio between the sexes for the entire enrollment of these grades, since the night school teachers' reports show that more men are in average attendance than women.

As to the age of the adult students covered by the survey, the range is from fifteen to sixty-six years. The median age was found to be 34.3 years. Of the total number of students, eighteen or 11.1 per cent were found to be between fifteen and nineteen years of age. This indicates that a significant number of these students are of day school age. Many of the persons in this age group are enrolled in day school. However, interviews with the night school principals revealed that these students have special permission from their respective day school heads to attend



night classes. The greatest frequency for the entire group is found in the age range of thirty to thirty-four years.

A comparison of the factors of age and sex revealed that the women covered by the survey are older than the men. This fact is indicated by the median ages of 38.8 for the women and 32.6 for the men. The ages of the women were also found to be more evenly distributed over the entire age range than those of the men. Table 2 presents these data.

TABLE 2  
DISTRIBUTION OF THE ADULT STUDENTS AS TO AGE, SEX, AND PER CENT

AGE GROUPS	TOTAL NUMBER	PER CENT OF TOTAL	SEX AND PER CENT			
			Male	Per cent	Female	Per cent
65 - and over	2	1.3	-	-	2	1.3
60 - 64 . . .	9	5.6	6	3.8	3	1.9
55 - 59 . . .	-	-	-	-	-	-
50 - 54 . . .	10	6.3	4	2.5	6	3.8
45 - 49 . . .	17	10.6	6	3.8	11	6.9
40 - 44 . . .	15	9.4	7	4.4	8	5.0
35 - 39 . . .	23	14.4	15	9.4	8	5.0
30 - 34 . . .	28	17.5	17	10.6	11	6.9
25 - 29 . . .	20	12.5	13	8.1	7	4.4
20 - 24 . . .	18	11.3	13	8.1	5	3.1
15 - 19 . . .	18	11.3	15	9.4	3	1.9
Total	160	100.0	96	60.0	64	40.0

Marital Status. --- The marital status of the adult students is presented in five categories: single, married, separated, widowed, and divorced. Married persons make up the majority of the adult students covered by the survey. Out of the one hundred and sixty students, eighty-nine or 55.6 per cent were found to be married and living with their mates. Thirty-nine or 24.4 per cent were single. Separated, widowed, and divorced persons account for thirty-two or 20.0 per cent of the adult students.

More men were found to be married than women. This fact does not seem to be significant when it is noted that more men are covered by the survey than women. However, when the percentage of married persons of each sex are compared as may be seen in Table 3, 53.1 per cent of the total number of men are married while 59.4 per cent of the total number of women are found in the same category.

Summary. --- The adult students as revealed by the survey are unequally distributed between the sexes - there being ninety-six or 60 per cent men and sixty-four or 40 per cent women.

The women covered by the survey were found to be older than the men - as their ages were found to be distributed more evenly over the entire age range than those of the men. The median age of the women was found to be 36.8 years while that for the men was found to be 32.6 years. The median age for the group as a whole was found to be 34.3 years.

The majority of the adult students were found to be married and living with their mates. A larger percentage of women were found married than men. Separated, widowed, and divorced persons account for thirty-

TABLE 3  
MARITAL STATUS OF THE ADULT STUDENTS BY SEX AND PER CENT

MARITAL STATUS	TOTAL NUMBER	TOTAL PER CENT	SEX AND PER CENT			
			Male	Per cent	Female	Per cent
Single . . . .	39	24.4	33	34.3	6	9.4
Married . . .	89	55.6	51	53.1	38	59.4
Separated . .	11	6.9	4	4.2	7	10.9
Widowed . . .	13	8.1	2	2.1	11	17.2
Divorced . . .	8	5.0	6	6.3	2	3.1
Total	160	100.0	96	100.0	64	100.0

eight or 20.0 per cent of the adult students covered by the survey.

#### Mobility of the Adult Students

It seems that the extent to which people move from one place to another has some effect upon their educational progress. Therefore, in dealing with the mobility of the adult students covered by the survey, an attempt was made to answer the following questions: Where were the adult student born? What relations are there between age and place of birth? To what extent have the adult students who were not born in Atlanta moved from place to place before establishing residence in Atlanta? What reasons did these students give for having moved? How long have they lived in Atlanta?

Place of Birth of the Adult Students. -- The adult students included

in the survey, in the main, are not Atlanta-born persons. From the one hundred and sixty schedules administered, it was noted that one hundred and forty-two persons gave specific places of birth. Only fifteen or 10.6 per cent of these were born in Atlanta. One hundred and thirteen or 79 per cent were born in other places in Georgia. The smallest number, fourteen or 9.9 per cent were born in other states. From these data, a significant degree of mobility among the adult students is noticeable. Figure 1 shows the county of nativity of the Georgia-born adult enrollees included in the survey. The range in the number of persons born in each county is from one to eight. Most of these persons were born in counties located in a radius of seventy-five miles of Atlanta. The other states in which persons covered by the survey were born, and the number born in each state, are as follows: Alabama 6, South Carolina 5, Florida 2, and Tennessee 1.

Age and Place of Birth. — A comparison of the data on age and place of birth revealed that the majority of the persons born in Atlanta are of day school age, for eleven out of the fifteen persons born in Atlanta are found within the fifteen to twenty-four years age group. Further, six of the eleven are found within the fifteen to nineteen years old age group. As to persons born in other places in Georgia, eleven or 7.8 per cent are found within the fifteen to nineteen years old group. This seems to indicate that a number of young persons have migrated to Atlanta and are continuing their education in the public night schools of the city. The greatest frequency for persons born in other places in Georgia, however, was found to be within the twenty-five to thirty-nine years old age group. Of the persons born in other states the greatest number were found to be

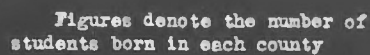


Fig. 1. Distribution of the adult students born in places in Georgia other than Atlanta according to counties in which they were born

from thirty-five to forty-nine years of age. These data are shown in Table 4.

TABLE 4

## DISTRIBUTION OF THE ADULT STUDENTS AS TO AGE AND PLACE OF BIRTH

AGE GROUP	TOTAL NUMBER	PLACE OF BIRTH		
		Born in Atlanta	Born in Other Places in Georgia	Born in Other States
65 - and over	2	-	2	-
60 - 64 . . .	4	-	4	-
55 - 59 . . .	-	-	-	-
50 - 54 . . .	8	-	6	2
45 - 49 . . .	8	1	4	3
40 - 44 . . .	8	-	6	2
35 - 39 . . .	27	2	22	3
30 - 34 . . .	29	-	29	-
25 - 29 . . .	19	1	18	-
20 - 24 . . .	19	5	11	3
15 - 19 . . .	18	6	11	1
Total	142	15	113	14

Places in Which the Adult Students Have Lived Other Than Their Birth Places and Atlanta. — The average number of places in which the adult students covered by the survey have lived, exclusive of place of birth and present residence, was three. Out of the total number of enrollees, fifty or 31.3 per cent reported having lived in from one to five places in

Georgia other than their original birth places and Atlanta. Thirty-two or 64 per cent reported having lived in other states. In many instances, the persons who have lived in other states have also lived in other places in Georgia. Table 5 shows the number of places in Georgia in which the adult students have lived.

TABLE 5

NUMBER OF PLACES IN GEORGIA IN WHICH THE ADULT STUDENTS,  
NOT NATIVES OF ATLANTA, HAVE LIVED OTHER THAN THEIR  
BIRTH PLACES AND ATLANTA

NUMBER OF PLACES	FREQUENCY	PER CENT OF TOTAL
5 places . . . . .	1	2.0
4 places . . . . .	2	4.0
3 places . . . . .	3	6.0
2 places . . . . .	5	10.0
1 place . . . . .	39	78.0

Other states in which students have lived are Alabama, Florida, Connecticut, Illinois, Michigan, Missouri, New Jersey, North Carolina, Ohio, and South Carolina. Figure 2 shows the number of students that have live in each state.

Reasons Given by the Adult Students for Changing Residence. -- When the adult students were asked why they moved from place to place, some gave reasons while others did not. Common among the reasons given were "I got tired of farming so I went 'round from place to place to git jobs,"

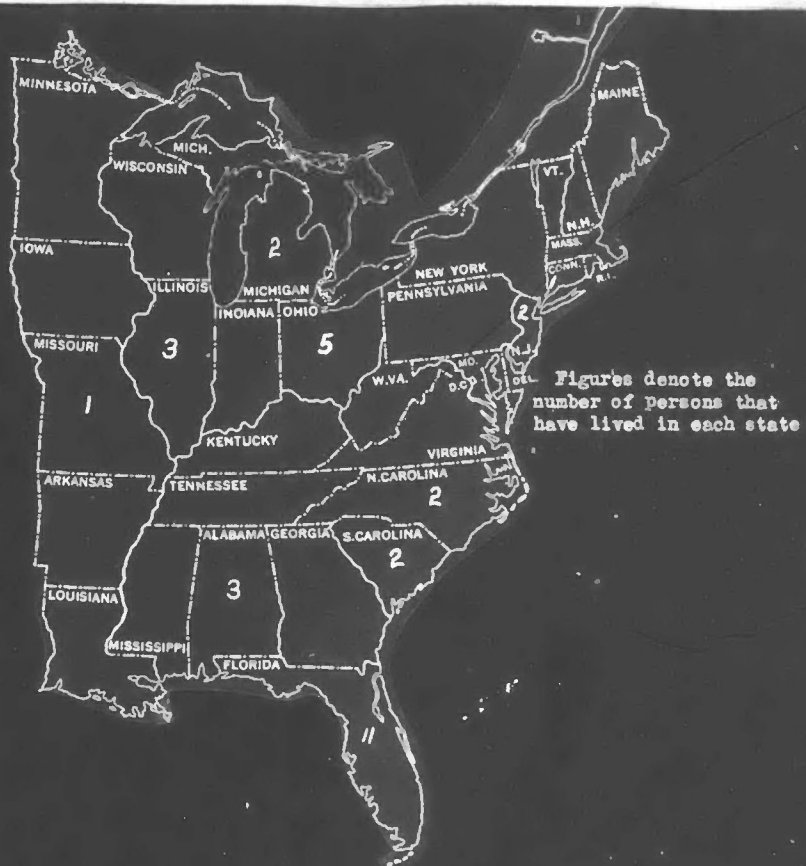


Fig. 2. Distribution of the adult students according to states other than Georgia in which they have lived



"My people moved," "I got in some trouble," "There was nothing in my home town for me to do," "I don't know, we just moved," "Nobody wants to live in the country all their life," "Moved where I could get some work," "Followed up jobs," and "I gits tired of working and gitting nothing for it, so I went 'round looking for jobs." From the above students, it is apparent that problems of work and other economic conditions have been the outstanding factors in the amount of mobility noticed in the survey.

Period of Residence in Atlanta. — Even though a large amount of mobility on the part of the adult students is noticeable, a large per cent of the persons covered by the survey who were not born in Atlanta have lived in the city ten or more years. Of the one hundred and twenty-seven persons who were not born in Atlanta, forty-two or 33.6 per cent have lived in the city less than ten years. Whereas, seventy-five or 66.4 per cent have lived in Atlanta from eleven to thirty-nine years. Only nine persons or 7.1 per cent reported having lived in Atlanta less than one year. The median number of years of residence in Atlanta for the entire group was 10.8 years. These data may be seen in Table 6.

Summary. — As to place of birth, the adult students covered by the survey, in the main, are not Atlanta-born persons. Only 10.6 per cent of the students were born in Atlanta. The largest number of persons covered by the survey were born in other places in Georgia. A small percentage of the adult students, 9.9 per cent, were born in other states. These data denote a noticeable amount of mobility on the part of the adult students. However, it was found that this migration to Atlanta occurred, for the most part, between 1917 and 1937.

The adult students who were born in Atlanta and who are attending

TABLE 6

DISTRIBUTION OF THE ADULT STUDENTS BORN IN PLACES OTHER THAN  
ATLANTA ACCORDING TO PERIOD OF RESIDENCE IN THE CITY

PERIOD OF RESIDENCE	FREQUENCY	PER CENT OF TOTAL
35 - 39 years . . . . .	5	3.8
30 - 34 years . . . . .	8	6.5
25 - 29 years . . . . .	14	11.0
20 - 24 years . . . . .	18	14.2
15 - 19 years . . . . .	22	17.3
10 - 14 years . . . . .	18	14.2
5 - 9 years . . . . .	13	10.2
1 - 4 years . . . . .	20	15.7
Less than one year . . . . .	9	7.1

Median = 10.8 years

night classes are in the main young persons - many of whom are of day school age. A number of persons who were born in other places in Georgia were also found to be of day school age. The greatest frequency for this group, however, was found between the ages of twenty-five and thirty-nine years.

The average number of places in which the adult students have lived is three. One person reported having lived in five places. The reasons given by the students for moving from place to place reflect problems of work and livelihood.

### Economic Characteristics

Included as economic characteristics of the adult students are factors pertaining to employment status, income, and dependents.

Employment Status of the Adult Students. -- The majority of the adult students covered by the survey are employed. Out of the one hundred and sixty students, one hundred and forty or 87.5 per cent reported holding some type of job. The remaining 12.5 per cent are unemployed. Of the students who are unemployed, however, fifteen or 75 per cent are women and are classified as housewives. According to specific occupational groups,<sup>1</sup> the employed adult students fall into seven categories: professional service, clerical-sales, personal and domestic service, agricultural, skilled, semi-skilled, and unskilled workers. Sixty-six and four tenths per cent of the persons who are employed hold jobs in the personal and domestic service group. Semi-skilled jobs are held by 11.4 per cent, while twenty-four or 17.2 per cent are engaged in skilled and unskilled pursuits. The remaining seven or 4.5 per cent are working at jobs of a professional service, clerical-sales, and agricultural nature. The number of persons found in each occupational group may be seen in Table 7. The specific jobs held by the students are shown in appendix A.

The average weekly working hours of the students can be shown best by treating separately those who are employed full-time and those who are employed part-time. The full-time adult students work from thirty to seventy-four hours per week. The median for this group is 48.2 hours. Thirty-six persons were found to be working between forty and forty-four

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<sup>1</sup>United States Department of Labor, Dictionary of Occupational Titles, Part II (Washington, D. C., 1940).

TABLE 7

DISTRIBUTION OF THE ADULT STUDENTS AS TO OCCUPATIONAL GROUPS

OCCUPATIONAL GROUPS	NUMBER OF PERSONS	PER CENT OF TOTAL*
Personal and domestic service	93	66.4
Semi-skilled . . . . .	16	11.4
Skilled . . . . .	12	8.6
Unskilled . . . . .	12	8.6
Clerical-sales . . . . .	3	2.1
Agricultural . . . . .	2	1.4
Professional service . . . .	2	1.4

\*Per cent corrected to the nearest tenth

hours per week, and forty-nine persons were working between forty-five and forty-nine hours per week. The part time employed students work from five to twenty-four hours per week. The median for this group is 17.2 hours. It was noted from interviews that in almost every instance the adult students who worked over-time reported that they received an increase in wages per hour for such over-time. Seven persons reported that they work between seventy and seventy-four hours per week. No great difference was noted in the number of hours worked per week between the sexes as a whole. However, it was found that the majority of the students who work part-time are women. Further distribution of the adult students according to the average number of hours worked per

week may be seen in Table 8.

TABLE 8

DISTRIBUTION OF THE FULL-TIME AND PART-TIME EMPLOYED ADULT  
STUDENTS AS TO AVERAGE WEEKLY WORKING HOURS

AVERAGE WEEKLY WORKING HOURS	NUMBER OF STUDENTS	
	Employed Full-Time	Employed Part-Time
70 - 74 . . . . .	7	-
65 - 69 . . . . .	-	-
60 - 64 . . . . .	6	-
55 - 59 . . . . .	5	-
50 - 54 . . . . .	9	-
45 - 49 . . . . .	36	-
40 - 44 . . . . .	49	-
35 - 39 . . . . .	2	-
30 - 34 . . . . .	2	-
25 - 29 . . . . .	-	-
20 - 24 . . . . .	-	8
15 - 19 . . . . .	-	9
10 - 14 . . . . .	-	5
5 - 9 . . . . .	-	2
Total	116	24

The range in the length of time the adult students covered by the survey have held their present jobs is from less than one year to

twenty-nine years. Eighty-two per cent of the persons reported having held their present jobs less than ten years. Twenty-one persons or 26.7 per cent of the group have been employed on their present jobs less than one year. Figure 3 shows the relative distribution of the full-time and part-time employed students according to the length of time the present jobs have been held. Of those who are employed full-time, 18.2 per cent have held their present jobs from ten to twenty-nine years - the greatest frequency here being from ten to fifteen years. The median for the full-time employed group is 3.81 years.

For the adult students who are employed part-time, the range in the length of time they have held their present jobs is from less than one year to nineteen years. Of this group, however, 70.8 per cent have held their present jobs less than five years. Only six persons or 25 per cent of the group have held their present jobs for less than one year. The median for the part-time employed students is 3.73 years.

One hundred and twenty-nine persons reported the number of jobs they have held since their first work experiences. Out of this number, 54.6 per cent have worked at only one line of work. However, 45.4 per cent have changed jobs from two to four times - the greatest number of persons here have held two lines of work. A different picture is presented when the number of employers the adult students have had is examined. Of the 54.6 per cent that reported having held only one line of work, 44 per cent have had from four to nine employers. The average number of employers reported by those who changed their line of work is six. One person reported having had fifteen different employers since his first work experience.

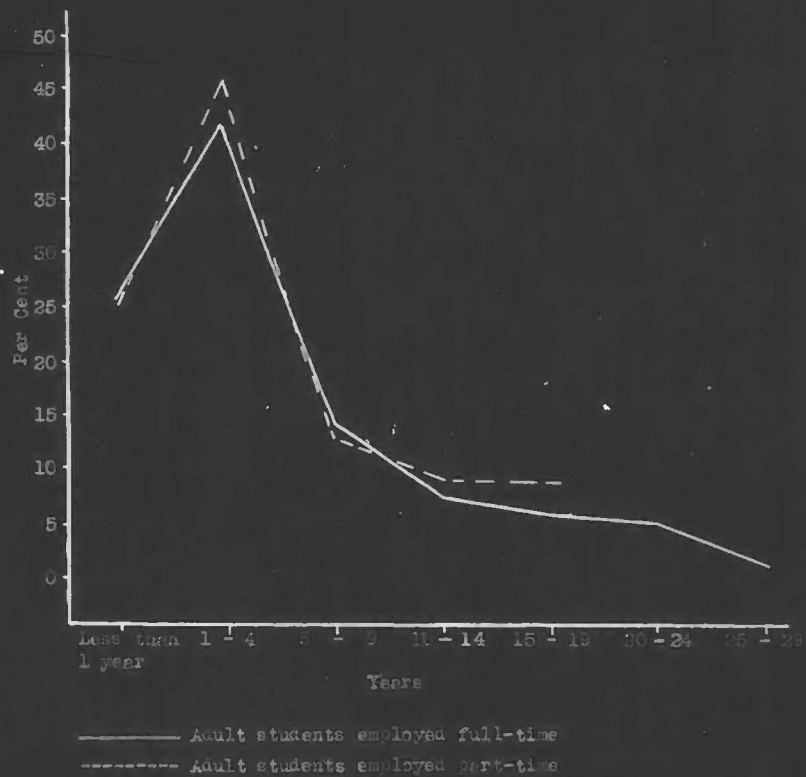


Fig. 3. Relative distribution in terms of per cent of the full-time and part-time employed adult students according to the length of time their present jobs have been held

When the adult students were asked why they changed jobs and employers, 59.3 per cent gave reasons. The most frequent reasons given were "to get a better job" and "to get more money." Many of the students did not make statements just as they appeared on the schedule. Therefore, the most common statements made in giving their reasons for changing jobs and employers are presented below in the words of the students:

- "I wanted a job that was not so far from my home"
- "None of my jobs paid me enough money"
- "The lady where I worked got drunk too much for me"
- "The war made things higher and I jest had to git more money"
- "I had two-three boss men, but none of us could git 'long"
- "My wife was making more so I thought I could git more"
- "I tried to get shorter hours of work"
- "I had to make more so I could pay my rent"
- "I liked my other jobs all right, but I didn't like the bosses"
- "I jest wanted more money"
- "On two of my jobs the work was too hard, I jest quit the other one"
- "Thought I was worth more than I was getting"
- "My boss 'cussed' too much"

Other reasons for changing jobs by the adult students may be seen in Table 9.

Income and Dependents. — The employed adult students in grades one through four in the night schools of Atlanta for Negroes receive, on an average, less than thirty dollars per week. The range in income is from five dollars to forty-nine dollars per week. Figure 4 is a graphic picture of the adult students as to average weekly income. From this figure it is noted that 77.9 per cent of the persons reporting average weekly income, receive less than thirty dollars. Twenty-two and one tenth per cent receive more than thirty dollars, but less than fifty dollars per week. The median wage for the adult students employed is 18.4 dollars. Here, as was pointed out earlier, not all the adult students are in a full-



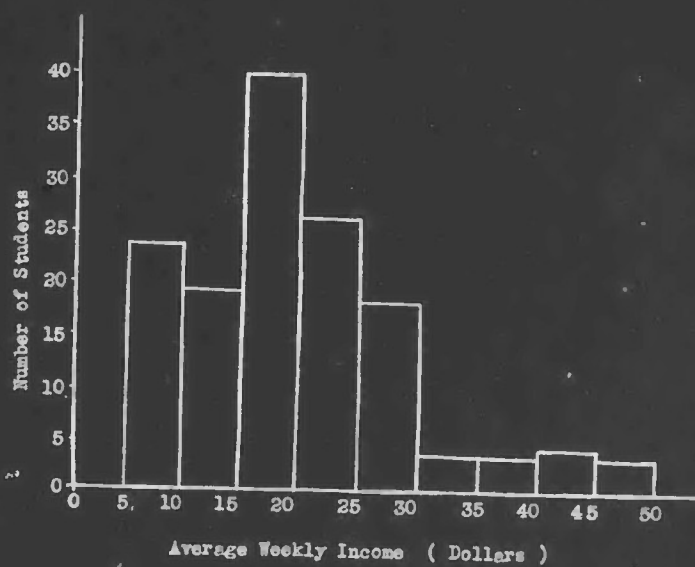


Fig. 4. Distribution of the adult students according to average weekly income.

TABLE 9

MOST FREQUENT REASONS GIVEN BY THE ADULT STUDENTS  
FOR CHANGING JOBS

REASONS	FREQUENCY
To get more money . . . . .	19
To get a better job . . . . .	13
Job terminated . . . . .	12
Moved from the community . . . . .	11
Did not like the job . . . . .	8
Laid off . . . . .	6
Fired . . . . .	5
Illness . . . . .	5
For shorter working hours . . . . .	4

time employment status. Of the one hundred and forty persons contacted, twenty-four persons reported employment only on a part-time basis. The majority of this group receive less than fifteen dollars per week. The range is from five dollars to twenty-four dollars per week, with a median of 9.0 dollars.

The majority of the adult students covered by the survey are employed in personal and domestic service jobs. Figure 5 shows the relative distribution of these students and the group as a whole as to average weekly income. No person in the group employed in personal and domestic service was found earning, on the average, thirty dollars or more per week. The

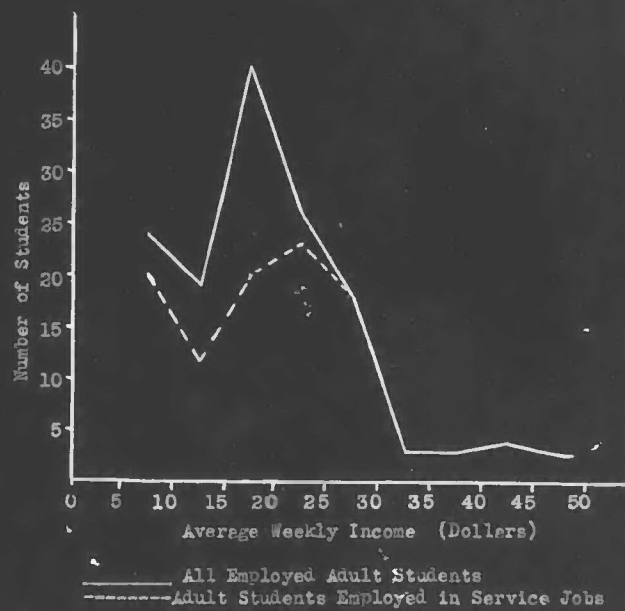


Fig. 5. Relative distribution of the adult students employed in personal and domestic service jobs and the group as a whole according to average weekly income

greatest frequency in this group lies between fifteen and nineteen dollars-- here is found 43 per cent of the persons employed in service jobs. The median wage for these persons is 18.6 dollars per week.

As to dependents, ninety-four persons reported having dependents. Of this number, fifty-nine or 62.8 per cent are married and living with their mates. In this married group, one in every four persons reported two or more dependents. Single persons account for twenty or 21.3 per cent of the persons reporting dependents. The range in dependents for single persons is from one to three. Persons separated, widowed, and divorced account for 15.9 per cent of the total persons reporting dependents. Included as dependents in many instances are the parents of the reporting students. It is noted that the number of adult students that are married, nine reported that they live with their parents at present. Of those single, twenty-two live with their parents. Only five persons in the separated, widowed, and divorced categories reported living with their parents.

Not all the adult students contacted reported the average weekly income affecting the family. This is due, partially, to the number of women who did not know the earnings of their husbands, and to persons who are dependent upon others without knowledge of their income. However, ninety-four or 58 per cent of the students did give the amount, to the best of their knowledge, affecting the family. The range in the income reported is from five dollars to fifty-four dollars per week. The highest average weekly income was reported by married persons. In many instances, here, the husband and the wife are both employed. Figure 6 shows the relative distribution of the adult students as to the average weekly income

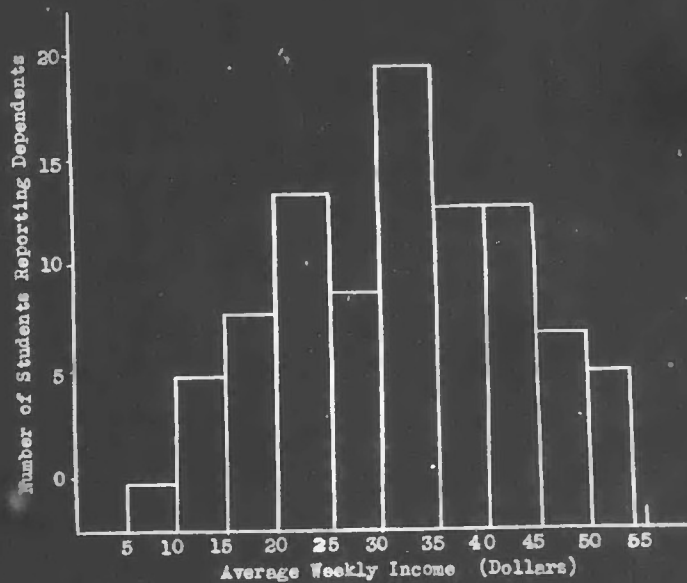


Fig. 6. Relative distribution of the adult students as to the number reporting dependents and average weekly income affecting the family.

affecting the family and the number reporting dependents. From this figure, it may be seen that the adult students reporting the least income affecting the family reports no dependents. On the other hand, the greatest number of dependents reported is found among families affected by an average weekly income of from thirty to thirty-five dollars. From this point in the figure, the higher the average weekly income affecting the family the lower the number reporting dependents.

Summary. — This section of the survey dealt specifically with certain economic characteristics pertaining to the occupational status, income, and dependents of the adult students. On an average, it was found that the adult student is an employed person who in all probability holds a personal and domestic service job. However, skilled, semi-skilled, unskilled, agricultural, clerical-sales, and professional service groups are represented. Not all of the persons contacted are employed full-time in the above jobs, many were found who work only on a part-time basis. As to specific jobs, maids and cooks occurred more frequently than persons in other jobs.

On the above jobs, the adult students work from thirty to seventy-four hours per week if they are employed full-time. The median hours worked, however, is 48.2. The adult students employed part-time work from five to twenty-four hours per week. The median here is 17.2 hours per week. More women were found employed on a part-time basis than men.

The range in the length of time the adult student has held his present job is from less than one year to twenty-nine years. However, it was found that the greater number of students have been employed in their present jobs less than ten years. Further, 26.7 per cent have been

employed in their present positions less than one year. For the students who are employed full-time, the median number of years that they have been on their present jobs is 3.81 years; for those employed part-time the median is 3.76 years.

The average number of jobs held by the adult students since their first experiences was found to be three. However, 54.6 per cent of the students reporting that they have held other jobs, have been employed in only one line of work. Of this number, 44 per cent have had from two to nine employers.

The greater number of students changed jobs and employers in an effort to get better jobs and to get more money.

As to income and dependents, the adult student receives on an average less than thirty dollars per week. The range in average weekly income, however, was found to be from five dollars to forty-nine dollars per week. The median in dollars is 18.4. For the adult students employed part-time, the median is 9.0 dollars, with a range of from five to twenty-four dollars per week on an average.

The adult students employed in personal and domestic service jobs make up the majority of the persons employed full-time. The greatest frequency in income for this group was found between fifteen and nineteen dollars per week. The median for the group is 18.6 dollars.

Married persons reported more dependents on an average than any of the other categories. Of those in a married status, it was found that one in every four persons reported two or more dependents. Many of the dependents reported by single, separated, widowed, and divorced persons are the parents of the students in these categories. Only nine persons

who are married were found to be living with their parents.

The highest amount of income reported as affecting the family of the adult students was found among married persons. In many instances here the husband and wife are employed. The range in income affecting the family was found to be from five dollars to fifty-four dollars per week.

The greater number of dependents reported was found among families affected by an average weekly income of from thirty to thirty-five dollars per week. Families receiving the lowest amount of income per week reported no dependents. Beyond those persons found in the thirty to thirty-five dollar per week income group, the higher the income the lower the number reporting dependents.

#### Educational Characteristics

Included as educational characteristics of the adult students covered by the survey are day school attendance, age and grade at discontinuance, reasons for discontinuance, time lapse between pre-adult and adult schooling, reasons given for attending night classes, the student's plans for the future, and the way in which the student became aware of the existence of the night schools.

Day School Attendance. — The night school students covered by the survey have, for the most part, attended day school at some time or other. Of the total, one hundred and fifty-five or 96.9 per cent reported having attended school previous to enrollment in the night schools. However, nine persons or 5.6 per cent reported having attended school, but did not complete the first grade. Five persons or 3.1 per cent reported no previous schooling.



Out of a total of ninety-six men, ninety reported having completed from one to four grades; four attended, but did not complete the first grade; and two reported that they have had no schooling. Fifty out of sixty-four women reported having completed from one to four grades; five attended day school, but did not complete the first grade; and three reported that they had had no formal schooling. These data may be seen in Table 10.

TABLE 10  
DISTRIBUTION OF THE ADULT STUDENTS ACCORDING TO SEX  
AND DAY SCHOOL ATTENDANCE

SEX	TOTAL	COMPLETED ONE OR MORE GRADES IN DAY SCHOOL	ATTENDED BUT DID NOT COM- PLETE A GRADE	NO SCHOOLING
Male . . . . .	96	90	4	2
Female . . . . .	64	56	5	3
Total	160	146	9	5

Age and Grade at Discontinuance of Day School. — Many of the persons contacted who attended day school but did not complete the first grade did not know at what age they discontinued. For this reason, no attempt will be made to present data under the present heading pertaining to them. Of the one hundred and forty-six persons who completed one or more grades in day school twenty seven reported leaving day school between the ages of seven and nine years; fifty-three between ten and twelve years; fifty-five between thirteen and fifteen years, and eleven

discontinued day school between the ages of sixteen and eighteen years. However, none of these persons stated that they had gone beyond the fourth grade.

In comparing the age of the adult students upon leaving day school and the grade completed, it is noted that twenty-eight persons completed the first grade. Fifteen of these were between the age of ten and twelve years. Forty-one completed the second grade; nineteen of these were between seven and nine years of age and fourteen were between ten and twelve years of age. Thus, it seems that the students who completed the first grade in day school were older, on an average, than the students reporting that they completed the second grade. Seventy-four persons reported that they completed the third grade; forty-one of these were between the ages of thirteen and fifteen years. Three persons reported that they completed the fourth grade. When these persons were asked why they are still in the fourth grade, the answers given were as follows:

"I didn't master the fourth reader when I was in school so I thought I would take it over again"

"Thought I needed to catch-up on the work of the fourth grade since it has been so long since I had it"

"I finished the fourth grade, but I know that I need to do the work over before I take something new"

Table 11 presents data pertaining to the age and grade completed by the adult students covered by the survey.

Data were also gathered and analyzed pertaining to the present age of the adult students in relation to the grades completed in day school. It was found that, generally, the older the student the lesser the amount of pre-adult training.

TABLE 11

DISTRIBUTION OF THE ADULT STUDENTS ACCORDING TO AGE AND GRADE  
COMPLETED UPON LEAVING DAY SCHOOL

AGE	TOTAL NUMBER	GRADE COMPLETED			
		First Grade	Second Grade	Third Grade	Fourth Grade
16 - 18	11	-	1	9	1
13 - 15	55	5	7	41	2
10 - 12	53	15	14	24	-
7 - 9	27	8	19	-	-
Total	146	28	41	74	3

Time lapse Between Pre-adult and Adult Schooling. — The time lapse between pre-adult and adult schooling of the adult students was found by noting the difference between the age and year the individual discontinued day school and the age and year at which he entered night classes. As was indicated previously in the study, some students who attended day school, but did not complete the first grade, did not give adequate data concerning their ages upon leaving day school. Therefore, these persons are not included in this discussion. This also holds true for those persons who did not attend day school at all.

For those who completed one or more grades in day school, the median time lapse is 17.9 years. However, it is noted that forty-two or 28.8 per cent of the persons had been away from school less than ten years before entering night classes. Twenty-two persons or slightly over one-half of the group have been away from day school five years or less.

Figure 7 shows the distribution of the students according to the lapse between pre-adult and adult schooling.

The time lapse between pre-adult schooling for the women is larger than that for the men. This seems to indicate that the women waited longer before entering night classes than the men. As was indicated in Table 2 page seventeen, the men seem to have returned to school at an earlier and more uniform age than the women. Data pertaining to sex and time lapse between pre-adult and adult schooling may be seen in Figure 8.

Married persons tended to return to school later than single persons. The greater portion of married persons covered by the survey returned after a lapse of ten to twenty-nine years. The greater number of single persons returned after a lapse of one to nineteen years.

Reasons Given for Discontinuing Day School. -- The most frequent reason given for discontinuing day school was the need to work. Of the one hundred and forty-six persons who attended day school, eighty-four gave the above reason for leaving day school. Other reasons given are listed in order of occurrence as follows: wanted to work, disliked the teacher, moved from the community, married, disliked the school, and illness. Not all of the students gave as reasons for leaving day school those listed above. Many gave their own statements as to reasons for leaving of which the following are typical:

- "My mother died when I was young and I had to help look out for the others in the family"
- "We moved from where I was born and they wanted to put me back a grade in the new place"
- "I didn't like to sit-up in school with the children who were smaller than I was"
- "I liked to cut school and after a while I didn't go a'tall"
- "I didn't have nothing so I had to work"

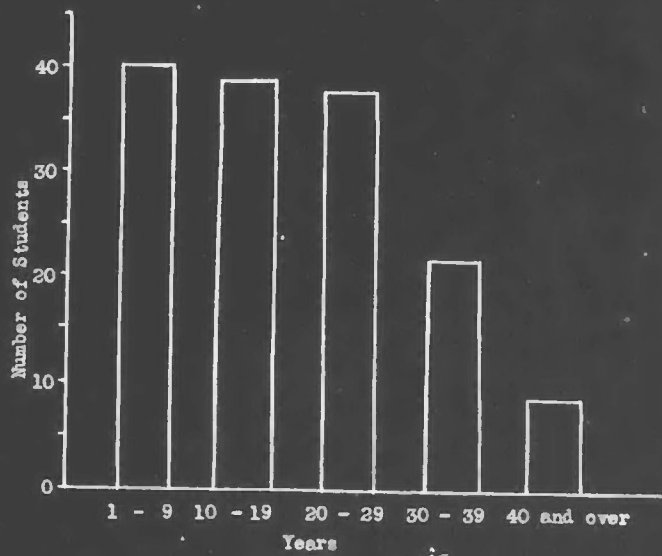


Fig. 7. Distribution of the adult students according to the time-lapse between pre-adult and adult schooling

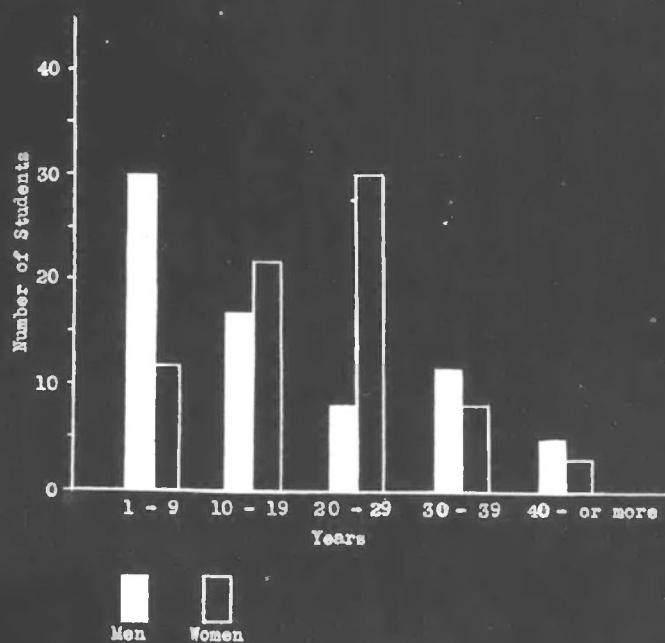


Fig. 8. Relative time-lapse between the pre-adult and adult schooling of the adult students according to sex

It can be seen that these statements of reasons are related to the reasons listed above.

The adult students covered by the survey who did not complete the first grade in day school, or who did not attend school at all, gave reasons for the lack of schooling. Common among these reasons are the following statements recorded in the words of the students:

"My people didn't make me go to school"  
 "No school was near my home"  
 "My parents needed me to help out at home"  
 "Papa was too mean to send me"  
 "My ole'man said he didn't see no need to send me"  
 "I didn't want to go"  
 "They wanted me to pay to go to school and my people didn't have nothing"

Table 12 shows the frequency of reasons given by the adult students for discontinuing day school.

Reasons Given for Attending Night Classes. -- The most frequent reasons given by the adult students for attending night classes were for further education, to get a high school diploma, to get a better job, and to make advancement in present work. As in the case of the reasons given for discontinuance of day school, many of the students did not give answers pertaining to why they were attending night classes exactly as these appeared on the schedule. Many of the reasons given clearly implied some one reason as listed above. However, the following statements are typical of many of the answers given:

"I want to learn how to read and write so I can vote"  
 "I see that I need more education then I've got"  
 "I know that I need more education to do anything"  
 "I 'figger' that I can git a better job if I know more"  
 "I want to know what's happening in the world, I won't unless I can read"  
 "I hate to ask people to tell me what I want to know"

TABLE 12

FREQUENCY DISTRIBUTION OF REASONS GIVEN BY THE  
ADULT STUDENTS FOR DISCONTINUING DAY SCHOOL

REASONS	FREQUENCY
Needed to work . . . . .	84
Wanted to work . . . . .	26
Disliked the teacher . . . . .	10
Moved from the community . . . . .	8
Married . . . . .	7
Disliked the school . . . . .	6
Illness . . . . .	5

"My wife can read and write - I want to learn how"

"When I look for a job first thing people ask me is if I can read, I git tired of letting them know I can't"

"I never had a good job and I believe its because I can't read and write"

"If I can learn to read, I can do better church work"

"I hear people talking 'bout things happening in Georgia, I want to read 'bout it myself"

"I can't git a job worth anything 'less I can read and write"

"The lady where I work is all ways asking me to write down things and I can't do it, so I want to learn how to read and write"

"My boss man said I needed more education to get a better job"

"I am a pipefitter's helper and I know the job backwards and forward, but there are some things I can't do - like 'figgering' and reading - if I could do these things I could have the main job"

"I had a good job but I couldn't keep it cause I couldn't read and write"

From the above reasons, it is very apparent that there are many varying interests causing the adults to go back to school.



Sex, Age, and Reasons Given for Attending Night Classes. -- Further

education as a reason for attending night classes occurred with almost equal frequency between the sexes. Men, however, outnumbered the women twenty-nine to nineteen in seeking a high school diploma as a reason for attending night classes. Getting a better job and making advancement in present work were given more frequently by male students than by female students as the reason for attending night classes.

Age seems to be a factor in determining the desire to earn a high school diploma. Out of fifty-six persons between the ages of fifteen and twenty-nine years, forty-eight reported that they were attending night classes to get a high school diploma. The middle aged persons, those from thirty to forty-four years of age, reported with equal frequency the desire to further their education and to make advancement in present work as their reasons for attending night classes. Persons forty-five years of age or older also reported the need and desire for further education as their reason for attending night classes. However, two persons in this group reported that the desire to get a high school diploma was their main interest in attending.

Marital Status and Reasons Given for Attending Night Classes. --

Marital status seems to be a factor in determining one's reason for attending night classes. In considering marital status as a factor the entire group was divided into three categories - single, married, and others. The latter category includes divorced, widowed, and separated persons. The desire for further education occurred more frequently among married persons than in the other two categories. Of the eighty-nine persons who are married, forty-two reported that their main reason

for attending night classes is to get further education. Married persons also reported more frequently than the others that to get a better job and make advancement in present work were the reasons for their attending night classes. On the other hand, single persons outnumbered all categories in attending night classes to obtain a high school diploma. Twenty-six out of forty-eight persons who stated this reason were single. The reasons given by separated, widowed, and divorced persons are more evenly distributed among all reasons than in the other categories. The greatest frequency among the reasons given by these persons, however, was to further their education. Data as to marital status and reasons given for attending night classes may be seen in Table 13.

TABLE 13

DISTRIBUTION OF THE ADULT STUDENTS AS TO REASONS GIVEN FOR  
ATTENDING NIGHT CLASSES AND MARITAL STATUS

REASONS	TOTAL NUMBER	MARITAL STATUS		
		Single	Married	Others
For further education . . . .	57	6	42	9
To get a high school diploma	48	26	14	8
To get a better job . . . . .	27	6	14	7
To make advancement in work .	28	1	19	8
Total	160	39	89	32

Subjects Taken and the Students' Attitude Towards These. -- All the adult students studied were taking subjects classified as regular

elementary school subjects. These subjects were history, arithmetic, English, geography, reading, writing, and spelling. Not all of the adult students, however, were taking all these subjects. Those in the lower grades - grades one and two - were taking mainly reading, writing, and spelling. All the students were asked if they thought that the subjects being taken would contribute to their future plans. One hundred and fifty persons or 93.6 per cent answered in the affirmative. Ten persons were undecided and no negative answers were given. This seems to indicate a decided amount of confidence on the part of the adult students in the subjects being taken.

The Adult Students' Future Plans. -- As to the future plans given by the adult students, there is a great deal of repetition in these plans with reasons given earlier in the survey for attending night classes by the students. In many instances the persons gave as plans for the future the same statements as were given as reasons for attending night classes. It is significant to note, however, that out of eighteen students found between the ages of fifteen and nineteen years, no specific plans were given for the future by any of them. Many students found above these ages gave specific plans for the future. It is noted that many of these plans are expressed in terms of occupations. Some of the plans given as recorded in the students own words are as follows:

- "I want to take up a trade"
- "I am going into business for myself"
- "I hope to be able to sing in the church choir"
- "I'm 'gonner' try to git a government job"
- "I jest want to be able to read the Bible and the newspaper"
- "I don't have any plans, I jest want to be able to read and write"
- "If I can jest understand this mixed-up world I'll be all right"

"All I want is a better job"

"If I can get the high school diploma I'll feel like somebody"

"I plan to go to college"

"I plan to git married and don't no man want a dumb wife"

The students were also questioned as to future educational plans. When asked if they plan to attend night classes after this year, and if so for how long, one hundred and forty persons answered "yes," and no person gave a negative answer. Further, 78.5 per cent of the above number said that they plan to continue as long as possible. Fifty persons stated that they would remain in night school until a high school diploma had been secured. Only in a very few instances did the students state the length of time they expect to continue night classes in terms of specific number of years.

Sources Through Which the Students Became Aware of the Existence of the Night Schools. -- The most frequent source through which the adult student first heard about the night classes he now attends was through friends. Four out of every five persons stated that they received their first information from friends. In many instances these friends had attended night classes. This indicates that the adult students are the greatest source of publicity for the night schools. Many other sources were given. Five persons stated that they first heard about the night classes through church announcements; two through newspapers; and one person stated that he heard about the classes through a night school teacher. Five other persons could not remember just how they first heard about the night classes.

Summary. -- On a whole the adult students covered by the survey have attended day school. Of the total number studied, 96.9 per cent

reported previous schooling. However, nine persons or 5.6 per cent did not complete the first grade in day school. Only five persons reported that they had had no schooling. There was no significant difference found between the sexes and previous schooling. The greater number of students contacted left day school between ten and fifteen years of age. More persons reported that they completed the third grade than was reported for any other grade. All data analyzed pertaining to the present age of the adult students and the grade completed in day school seem to indicate that the older the student, the lesser the amount of pre-adult schooling he has had. For those who completed one or more grades in day school, the median time-lapse between pre-adult and adult schooling was found to be 17.9 years. The women covered by the survey waited longer than the men to return to school. Marital status seems to be a factor contributing to the time-lapse between pre-adult and adult schooling, as it was found that single persons tended to return to school earlier than married persons.

The most frequent reason given for discontinuance of day school was "need to work." However, other reasons such as "wanted to work," "disliked the teacher," "moved from the community," "married," "disliked school," and "illness" were given.

The most frequent reasons given for attending night classes were found to be "to further one's education," "to make advancement in work," "to get a high school diploma," and "to get a better job." The reason with the highest frequency was "to further one's education." This reason was given with almost equal frequency between the sexes. The men, however, outnumbered the women in seeking a high school diploma and in the

desire to get a better job.

The younger the adult students, the more often the reason "to get a high school diploma" was given. The middle age groups stated with equal frequency the desire "to make advancement in work" and "to further one's education" as reasons for attending night classes. "Further education" was given more frequently as a reason for attending night classes by married persons than by any other marital category. Single persons reported the desire "to get a high school diploma" as their reason for attending night classes more frequently than any other marital group.

The school subjects taken by the adult students studied are history, arithmetic, English, geography, reading, writing, and spelling. When asked if they thought that these subjects would aid them in their future plans, a large number answered in the affirmative, which seems to indicate a great amount of confidence on the part of the students in the subjects taken.

Some of the adult students have plans for the future. Many of these plans were expressed in terms of future occupations. It was found that many of the students between the ages of fifteen and twenty-four years did not give any specific plans for the future. Many of the adult students plan to attend night classes after the present year, some stated that they would like to carry on studies beyond high school. It is noted, however, that the students who expressed the desire to carry on studies beyond high school also stated a preference to carry on these studies in night classes rather than in day classes.

The greatest source through which the students first heard about

the night schools was found to be the friends of the students. In many instances these friends were or still are night school students. Other sources through which night school publicity reached the adults were newspapers, church announcements, and night school teachers. A few of the students did not remember just how they first heard about the night classes they now attend.

### CHAPTER III

#### SUMMARY AND IMPLICATIONS FOR CURRICULUM REVISION IN PUBLIC DAY SCHOOLS AND PUBLIC NIGHT SCHOOLS

##### General Summary of the Findings<sup>1</sup>

The problem of this study up to the present point has been to provide a picture of the status of the adult students covered by the survey by answering four questions which are presented with answers below:

What Are the Personal Characteristics of the Adult Students? In answer to this question, it was found that both sexes were represented in grades one through four in the night schools covered by the survey. The distribution according to sex, however, was unequal with the men being in larger numbers over the women. The women, on the other hand, were found to be older than the men covered by the survey. While the majority of the adult students were married and living with their mates, a significant number were found to be separated or divorced from their mates. Many young persons of day school age were found among the students included in the survey. These students, however, had permission to attend night classes.

What Is the Degree of Mobility of the Adult Students? A large amount of mobility was noticed from the facts presented by the survey. It was found that the adult students, in the main, are not Atlanta-born persons; the larger number were born in other places in Georgia. A small per cent

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<sup>1</sup> Additional Summary is Presented in Appendix C.



of the students were born in other states. Even though these data denote a large amount of mobility on the part of the adult students, it was found that this migration to Atlanta occurred, for the most part, between 1917 and 1937. The average number of places in which the adult students have lived, other than birthplaces and Atlanta, was found to be three.

Problems of work and other economic conditions were implied in the reasons given by the adult students for moving from place to place.

What are the Economic Characteristics of the Adult Students? The adult students were found to be, in the main, employed persons. The majority were employed in personal and domestic service jobs. While other occupations were represented in the study, persons employed as maids and cooks occurred more frequently than did persons in other jobs. The general economic status of the adult students is characterized by frequent changes in employers in an effort to get better jobs and make more money. On an average, it was found that the students earn less than thirty dollars per week - the median income being 18.4 dollars. Married persons were found to be earning the highest income affecting the family, but at the same time they had the majority of the dependents to support.

What are the Educational Characteristics of the Adult Students? The adult students on a whole have attended day school. None, however, had finished more than four grades in a school system. The greater number of adult students left day school between ten and fifteen years of age. For those who completed grades in day school, the time-lapse between pre-adult and adult schooling was 17.9 years. The women, however, seem to have waited longer than the men to return to school. The most frequent reason given by the students for discontinuing day school was "need to

work." Other reasons such as "wanted to work," "disliked the teacher," "moved from the community," "disliked the school," and "illness" were given for discontinuing day school. The adult students, for the most part, are attending night classes to further their education. A large number, however, are seeking a high school diploma, a better job, and advancement in their work. Many of the students seem to have decided confidence in the school subjects they are taking. These subjects are history, English, arithmetic, geography, reading, writing, and spelling. The above subjects are classified as regular elementary school subjects. The adult students are attending night classes with many interests. Some students stated that they are attending night classes in order that they may gain enough knowledge to go into business for themselves, others want to learn to read and write so that they may better communicate with other persons. Some of the students stated that they want further education for self-betterment. The majority of the students contacted stated that they plan to return to the night classes each year until they have satisfied their desires.

#### Implications for Public Day Schools

The public day school has some responsibility for the large amount of illiteracy existing today. In light of the fact that there is some controversy as to the importance of the role to be played by the public day school in the education of young people for life, there seems to be little question as to the great influence the school must have on youth. While the day school can do little about all of the factors contributing to illiteracy, it seems that some of these factors can be attacked

through the school's curriculum.

The fact that many of the adult students studied were found to be separated and divorced from their mates offer a challenge to the day school -- the implication here seems to be for increased emphasis on family relationships in the curriculum offerings of the day school.

The general economic status of the adult students, which is characterized by frequent changes in employers and jobs, offers certain implications for curriculum revision in the public day schools. The above conditions would seem to indicate the need for increased emphasis upon student guidance especially in the elementary day schools. This guidance would be with the view of providing varied and enriched experiences along the lines of occupational information, and with the view of reducing pupil maladjustments to a minimum.

Day school drop-outs seem to be persistent. When reasons such as "disliked the school," "disliked the teacher," "wanted to work," and "married" are given for discontinuing day school by students; the school has the responsibility for eliminating these reasons. The above reasons were given by the adult students covered by the survey for leaving day school. These reasons seem to have some implications for public schools today. There are any number of young persons today for whom the day school programs have little or no appeal. Many of these are dropping out of day schools at undesirably low levels of schooling for economic reasons, however, a significant number of these students are leaving day school because of the lack of interest in the school. The lack of interest on the part of the students may contribute to the reasons listed above for discontinuing day school. The implications seem to be for curriculum

experiences that relate to life situations, and that would challenge the interests of the day school students.

Retardation has contributed to day school drop-outs. This indicates the need for a reduction of failures by placing greater emphasis upon the readiness of the students to learn as they enter the elementary school. Another implication here may be for a modified system of passing pupils with emphasis upon social and trial promotions in the elementary grades.

The parents of the adult students studied, in some instances, were factors in their discontinuing day school. From all indications, there are parents today that have little interest in keeping their children in day school. The implications in such situations seem to be for broader public relations programs on the part of the public day schools. In fact the need here may be for fuller participation of the principals and teachers of public day schools in programs of adult education sponsored by the public school or some affiliated associations. Such a program would engulf the entire community and stimulate interest on the part of parents in the school's program.

This study has been broad in scope. There is the possibility that a study of data concerning adult students may not contribute directly to curriculum revision in specific day school situations. Therefore, in view of the findings of this study, there is need for further research in specific day schools in order that definite implications for curriculum revision may be determined.

#### Implications for Public Night Schools

A study of the characteristics of adult students who are attending

night classes seems to reveal specifically the needs and interests of the students concerned. The adult students covered by this study were found to be attending night classes with specific interests. These interests, as were revealed by the survey, reflect the need for security in marital relations, occupational adjustments, social recognition, and advancement in general educational status. Many of the adult students wanted to learn to read and write in order to keep up with various social and political affairs. This would seem to indicate the need for curriculum revision in the adult elementary grades. Such a revision would provide courses that would relate more closely to life situations, and interpret the problems of life more fully. Here reading and writing would be brought into play with the interests of the students.

Since the interests of the adult students are varied, the individual teacher cannot be relied upon wholly to discover all the needs and interests of her students. This seems to imply the need for school guidance programs which seek to carry on research and aid the individual student toward adjustment, and interpret the needs of the individual student to the instructor.

Many young people were found in the grades covered by the survey. These young persons had no specific plans for the future. Many of the older persons had plans for the future which reflected, in the main, a desire for more secure jobs. The implication is for a definite program designed to lead the above group to discover educational and vocational information that would be practical for their advancement and security. Guidance here would be concerned with aiding adult students in solving their problems along educational, moral, recreational, vocational, and

physical lines. This guidance would also be with the view of engulfing at least two types of economic problems: (1) earning a living, and (2) utilizing money and other resources.

The academic subjects taken by all of the adult students studied are bringing into use textbooks written especially for children. These texts have their place in many instances, but the implication here is for textbooks and materials that are designed to relate experiences of adult life. The above situation implies, further, the need for training programs for teachers in-service in order that the methods of adult education may be studied and materials suitable for adult students may be constructed.

From the data presented in Chapter II, there is indication that the adult students contacted are finding some satisfaction in the night schools they are attending. This seems true in that many of the students plan to attend these night classes indefinitely. This fact offers some security on the part of the night school heads in planning future programs for their schools. The majority of the adult students covered by the survey gained their first information about the night classes they are attending through their friends. These friends, in many instances, were or still are night school students. All of the sources through which the adult students first heard about the night classes they are attending, if utilized more intensely, may prove successful in recruiting personnel. However, it seems that increased effort towards organized social affairs that are attractive, and to which the adult students could invite their friends, may serve to publicize the works

of the adult night school.

Most of all, the results of this study imply the need for further study to be carried on in each school in order that more specific implications for curriculum revision may be discovered.



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## **APPENDIX**

# APPENDIX A

## DISTRIBUTION OF THE ADULT STUDENTS AS TO SPECIFIC JOBS HELD

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Maids . . . . .	31	Odd jobs . . . . .	3
Cooks . . . . .	15	Dry cleaners . . . . .	3
Porters . . . . .	9	Cook's helpers . . . . .	2
Truck drivers . . . . .	9	Ministers . . . . .	2
Laundresses . . . . .	6	Orderlies . . . . .	2
Dishwashers . . . . .	5	Salesladies . . . . .	2
Janitors . . . . .	5	Valets . . . . .	2
Laborers . . . . .	5	Farm operators . . . . .	2
Barbers . . . . .	4	Stock clerk . . . . .	1
Strikers . . . . .	4	Bell boy . . . . .	1
Chauffeurs . . . . .	3	Service station attendant . . .	1
Delivery boys . . . . .	3	Soda jerker . . . . .	1
Blacksmiths . . . . .	3	Shoe repairman . . . . .	1
Cement finishers . . . .	3	Paper hanger . . . . .	1
Lumber finishers . . . .	3	Rubber curer . . . . .	1
Machine operator . . . .	3	Pipefitter's helper . . . . .	1
Plumber's helpers . . . .	3		
		Unemployed . . . . .	20
		Total . . . . .	160

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## APPENDIX B

### STATISTICAL SUMMARY FOR THE ADULT STUDENTS COVERED BY THE SURVEY

#### GENERAL

##### Number of Students Contacted by School

Croghan . . . . .	40
Howard . . . . .	38
Johnson . . . . .	34
Washington . . . . .	48
<hr/>	
Total . . . . .	160

#### PERSONAL DATA

##### Sex Ratio

	Per Cent
Male . . . . .	60.0
Female . . . . .	40.0

##### Median Ages

For all students . . . . .	34.3 years
For male students . . . . .	32.6 years
For female students . . . . .	38.8 years

##### Marital Status

	Per Cent
Single . . . . .	24.4
Married . . . . .	55.6
Separated . . . . .	6.9
Divorced . . . . .	5.0
Widowed . . . . .	8.1

#### DATA ON MOBILITY

##### Place of Birth

Number Reporting Place of Birth . . . . .	142
Per Cent Born in Atlanta . . . . .	10.6
Per Cent Born in Other Places in Georgia . . . . .	79.0
Per Cent Born in Other States . . . . .	9.9

Places in Which the Students Have Lived

Average number of places in which the students have  
lived (other than Atlanta and birth places) . . . . . 3

Period of Residence in Atlanta

Median . . . . . 10.8 years

ECONOMIC DATAEmployment Status

All students contacted . . . . .	160
Per cent employed . . . . .	87.5
Per cent unemployed . . . . .	12.5
Per cent employed full-time . . . . .	82.9
Per cent employed part-time . . . . .	17.1

Occupations

All students employed . . . . .	140
Per cent employed in personal and domestic service . . . . .	66.4
Per cent employed in semi-skilled jobs . . . . .	11.4
Per cent employed in skilled jobs . . . . .	8.6
Per cent employed in unskilled jobs . . . . .	8.6
Per cent employed in clerical-sales pursuits . . . . .	2.1
Per cent employed in agricultural pursuits . . . . .	1.4
Per cent employed in professional service pursuits . . . . .	1.4

Average Weekly Working Hours

Median hours for the full-time employed . . . 48.2  
Median hours for the part-time employed . . . 17.2

Length of Time the Students Have Held Their Present Jobs

Median years for the full-time employed students . . . 3.81  
Median years for the part-time employed students . . . 3.73

Average Weekly Income

Median for all students employed . . . . .	18.4 dollars
Median for the full-time employed students . . . . .	18.6 dollars
Median for the part-time employed students . . . . .	9.0 dollars

EDUCATIONAL DATADay School Attendance

All students contacted . . . . . 160

Per cent that attended day school . . . . .	96.9
Per cent that reported no schooling . . . . .	3.1
Per cent that attended day school but did not complete the first grade . . . . .	5.6
Average number of grades completed . . . . .	3
Median age upon discontinuance of day school . . .	12.6

Time-lapse Between Discontinuance of Pre-adult Schooling and  
Entrance in Night Classes

Median . . . . . 17.9 years

Most Frequent Reasons Given for Leaving Day School

All students reporting reasons . . . . .	146
Per cent reporting "needed to work" . . . . .	57.5
Per cent reporting "wanted to work" . . . . .	17.8
Per cent reporting "disliked the teacher" . . . .	6.8
Per cent reporting other reasons . . . . .	17.8

Most Frequent Reasons Given for Attending Night Classes

All adult students . . . . .	160
Per cent attending for further education . . . . .	35.6
Per cent attending to get a high school diploma . . . .	30.0
Per cent attending to get a better job . . . . .	16.9
Per cent attending to make advancement in work . . . . .	17.5

APPENDIX C

SCHEDULE

CHARACTERISTICS OF THE ADULT STUDENT IN NIGHT  
CLASSES, GRADES ONE THROUGH FOUR, IN ATLANTA,  
GEORGIA

School \_\_\_\_\_ Date \_\_\_\_\_

PERSONAL STATUS:

1. Sex: Male . . . . . 2. Age . . . . . 3. Marital Status:  
Female . . . . .  
Married . . . . .  
Divorced . . . . .  
Single . . . . .  
Widowed . . . . .  
Separated . . . . .

MOBILITY:

1. Were you born in Atlanta? Yes . . . . . No . . . . .

2. If no, where were you born?

Town or city \_\_\_\_\_

County \_\_\_\_\_

State \_\_\_\_\_

3. How many years have you lived in Atlanta? \_\_\_\_\_

4. In what other places in Georgia have you lived?

Town or city \_\_\_\_\_

County \_\_\_\_\_

Town or city \_\_\_\_\_

County \_\_\_\_\_

5. In what other states have you lived?

State:

City:

County:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## ECONOMIC STATUS:

## 1. What is your daily occupation?

Census classification:

Specific Job

Hours employed per week

Professional worker . . . . .	_____	_____
Craftsman and kindred worker . . . . .	_____	_____
Domestic service worker . . . . .	_____	_____
Protective service worker . . . . .	_____	_____
Laborer, except farm . . . . .	_____	_____
Farm laborer and foreman . . . . .	_____	_____
Service worker, except domestic and protective . . . . .	_____	_____
Proprietor . . . . .	_____	_____

Unemployed \_\_\_\_\_

## 2. If you are now working, how long have you held your present job?

1 year: \_\_\_\_\_ 2 years: \_\_\_\_\_ 3 years: \_\_\_\_\_ 4 years: \_\_\_\_\_ 5 years: \_\_\_\_\_  
 6 years: \_\_\_\_\_ 7 years: \_\_\_\_\_ 8 years: \_\_\_\_\_ 9 years: \_\_\_\_\_ 10 years: \_\_\_\_\_  
 Over ten years \_\_\_\_\_.

Check One

## 3. What is your average weekly income? \_\_\_\_\_

## 4. Have you held any jobs other than those listed above? Yes \_\_\_\_\_ No \_\_\_\_\_

## 5. If your answer to the above question is yes, what other jobs have you held?

Census classification:

Specific job:

How long held:

Professional worker . . . . .	_____	_____
Craftsman and kindred worker . . . . .	_____	_____



Domestic service worker . . . . .	_____	_____
Protective service worker . . . . .	_____	_____
laborer, except farm . . . . .	_____	_____
Farm laborer and foreman . . . . .	_____	_____
Service worker, except domestic and protective	_____	_____

6. How many jobs have you held within the past five years?

Census Classification

Specific No. of  
job employers

Professional worker . . . . .	_____	_____
Craftsman and kindred worker . . . . .	_____	_____
Domestic service worker . . . . .	_____	_____
Protective service worker . . . . .	_____	_____
Laborer, except farm . . . . .	_____	_____
Farm laborer and foreman . . . . .	_____	_____
Service worker, except domestic and protective	_____	_____

7. Why did you change jobs? \_\_\_\_\_

8. Do you have dependents? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, how many? \_\_\_\_\_

Who are these dependents? Wife \_\_\_\_\_ Husband \_\_\_\_\_ Children \_\_\_\_\_  
Others \_\_\_\_\_

9. Do you live with your parents? Yes \_\_\_\_\_ No \_\_\_\_\_

10. What is the occupation of your father? \_\_\_\_\_  
What is the occupation of your mother? \_\_\_\_\_

If you do not live with your parents, are you the head of a family?  
Yes \_\_\_\_\_ No \_\_\_\_\_

11. What is the average weekly income of the family? \_\_\_\_\_ How many  
are dependent upon this income? \_\_\_\_\_

EDUCATIONAL STATUS:

1. Did you ever go to day school? Yes \_\_\_\_\_ No \_\_\_\_\_

2. If you went to day school, how many grades did you complete?  
Circle one 1 2 3 4

3. At what age did you discontinue day school? \_\_\_\_\_

4. In what year did you discontinue day school? \_\_\_\_\_

5. When did you start attending night classes? \_\_\_\_\_

6. Why did you discontinue day school?

Wanted to work \_\_\_\_\_  
 Disliked the teacher \_\_\_\_\_  
 Moved from the community \_\_\_\_\_  
 Needed to work \_\_\_\_\_  
 Married \_\_\_\_\_  
 Illness \_\_\_\_\_  
 Disliked the school \_\_\_\_\_  
 Other reasons \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

7. Before this year, how many years have you attended night classes?

Circle one 0 1 2 3 4 5

8. Have you missed any years since you first enrolled? Yes \_\_\_\_ No \_\_\_\_

9. If yes, how many years have you missed? Circle one 1 2 3 4

10. Why are you attending night classes?

Further education \_\_\_\_\_  
 To make friends \_\_\_\_\_  
 To make advancement in work \_\_\_\_\_  
 To get a high school diploma \_\_\_\_\_  
 Other reasons \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

11. How did you first hear about the night classes you are now attending?

Through newspapers \_\_\_\_\_  
 Through friends \_\_\_\_\_  
 Through church announcements \_\_\_\_\_  
 Through social club meetings \_\_\_\_\_  
 Other sources \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

12. What subjects are you now taking?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

13. Do you think that these subjects will aid you in your future plans?

Yes \_\_\_\_\_ No \_\_\_\_\_

14. If yes, in what way do you think these subjects will aid you in the future? \_\_\_\_\_  
\_\_\_\_\_
15. Do you plan to attend night classes after this year? Yes \_\_\_ No \_\_\_
16. If yes, for how long? Circle one 1 2 3 4 5  
Until graduated from elementary school \_\_\_\_\_  
Until graduated from high school \_\_\_\_\_  
Others \_\_\_\_\_
17. Would you like to carry on your studies beyond high school?  
Yes \_\_\_\_\_ No \_\_\_\_\_
18. Would you like to carry on studies in day school? yes \_\_\_\_\_ No \_\_\_\_\_
19. Would you like to carry on studies in night school? Yes \_\_\_\_\_ No \_\_\_\_\_